

The Educational Weekly.

The Educational Weekly.

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Editorial.

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S. R. WINCHELL & Co., Publishers.

In passing into a high school a decided change takes place in the self-estimation of our youth. They experience a new feeling of dignity and self-appreciation. This sentiment should be regarded by the teachers and a system of discipline framed to correspond. In the high school children are infants no longer, and the little mechanical restrictions and disciplinary evolutions of the primary school should be discontinued. An air of self-government should pervade the room, and pupils, within certain bounds, should be thrown upon their own responsibility.

It is a bad sentiment that prevails in the schools when the system is compared to an army or a railroad and conducted accordingly. An army? But the veterans of an army are provided for with pensions in their old age. A railroad? But maimed servants of a railroad are made flag-men or switchmen and given food and shelter and comparative ease. But the veterans of a school system, according to a great authority, should be summarily dropped without note or warning when they cease to be serviceable. A school system without sympathy in it is like marriage without love, or a church without God.

If there is to be a study hour, in the primary and grammar school, it should be the first hour of the day, and in the high school, the last. The reason for this is that in the lower grades the children need the teacher's individual attention, whereas in the higher the pupils should be made to depend upon themselves. In the lower grades the pupils should be taught how to study, but in the high school it is to be presumed that proper habits of study have been acquired. Moreover, high school pupils should be made to feel the responsibility of preparing lessons out of school hours, while in the primary and grammar departments this responsibility should be removed considerably in the higher classes, and entirely in the lower.

There is now no question that the departmental method should prevail in all grades above that of the grammar school. In this system a professor takes charge of a single branch throughout the school, passing from room to room instead of having the pupils change rooms at the end of each recitation. If teachers were of equal excellence the same method might be used in the grammar school, and then each teacher would be required to give instruction in the branch which she is best qualified to teach, and the doctrine of the survival of the fittest would have practical application. But teachers are not of equal excellence, and in the departmental race the lame ducks would be made to lag in the rear too conspicuously, and it might be bad for somebody's sister, or his cousin, or his aunt.

The length of the school day is too great all the world over, except, perhaps, in such of our American cities as are short of school accommodations, and in which the pupils can attend only half a day. In country schools that have more classes than pupils, a prolonged day is necessary to the task of "getting around"; but in cities and villages it is a crime against posterity, a sin against the dumb and unresisting future, to keep children in school more than five hours a day. While in the First Reader, children should be kept in school only three hours; while in the Second Reader, only four hours, and during the re

mainder of the course, five hours and five only, at least one of which should be for study. A child can fix his attention upon a subject just so long and no longer during the twenty four hours, and from the age of six to seven the length of this attentive spell is perhaps not more than twenty minutes per day.

At a late teachers' institute a fussy little educator suggested that teachers stand during the time of recitation.

"Let us then be *up* and doing," he quoted, with significant emphasis on *up*. We caution teachers against this advice. There are physical and professional reasons why it should not be followed. A woman's knee is not constructed so as to enable her to stand as well or as long as a man can. Further, the order, and to a great extent, the instruction, depends upon the teacher's keeping quiet. There is nothing so injurious as to have a teacher tearing around the room. The best work in a school-room is done while the teacher is sitting down, and this fact would be known to the party we criticise were he not a little educational quack. By all means let the teacher *sit* without the *anathema*.

A Mr. Goffin, of the Science and Arts department of the London schools, whose salary, including government grants for the success of his pupils in the examinations, amounted to \$5,000 a year, was deprived of his certificate by the department, and the decision was approved by a select committee of the House of Commons, because his pupils in the examination "hit" a suspicious proportion of the questions, *i. e.* : they found in the examination a large number of the questions to be identical with those they had been drilled upon by Mr. Goffin immediately preceding the examination. This sounds strange to American teachers who have been preparing pupils for the high schools for a number of years. Instead of hitting a large proportion an American head assistant will have given the same questions over and over again that candidates for the high school are examined upon, without a shadow of the suspicion of collusion or deception, and the joke of it is that even with the advantage of such drill, many of our pupils fail to pass the examination.

At a recent teachers' institute a gentleman dilated on the importance of facial expression. The earth has a face; the sky has a face; every audience has a face of its own; history has a face from which events look down upon us. The face unmistakably reveals the character of the mind. A feeling long indulged in, a thought habitually entertained or constantly dwelt upon, leaves its imprint on the countenance.

In this fact lurks a significant warning to teachers. By feeling sour they come to look sour. We speak of looking sour and feeling bitter, but the fact is that the face exaggerates the inward feeling, and those who feel sour are sure to look bitter.

It is the duty of teachers to take care of their souls; it is no less a duty resting on them to take care of their faces. By indulging in bitter feelings they not only make their pupils unhappy but they also blight their own prospects in life. It is bad to spend the years of youth governing and instructing a perverse and thankless generation; it is bad enough to be crowded out at the end of those years without note of warning, or sympathy, or appreciation; it is bad enough to have the fact of your dismissal heralded to the world, so that opportunities of getting a place elsewhere may be reduced to the minimum; but the worst of all is to wear on your countenance documentary evidence, written upon tanned leather with a pen of iron and in letters of gall, *that you have been so many years teaching school.*

The great essential of successful school work is enthusiasm. This spirit is increased rather than diminished by the magnitude of the system, if confidence prevails, and there is unity in the construction and working of the organization. From the time the child enters school till he graduates at the academy, or state college, he should have a definite object in view. For this reason the title High School is a necessity of an efficient system, on account of the moral influence it has on the minds of children. This term has the disadvantage of suggesting to the minds of the thoughtless, or furnishing to the armory of the inimical, an argument against the highest development of a system, in a distinction between grammar school and high school education. But this distinction is artificial. Education is common, when supported by public taxation and open to all children of a prescribed age, whether it is of the primary, grammar, high school, or college. In such connection *common* is used in its first sense and has no reference to the grade of instruction given. The titles of the grades or classes make but little difference in the grammar and primary schools. But in passing from them the term *high school* or *city academy*, descriptive of the school to which pupils are promoted, is a real incentive to diligent study, a source of enthusiasm and inspiration.

The Editors of the Journal (made so by a resolution of the State Teachers' Association) cannot with propriety solicit subscriptions, nor employ an agent to do so. Continued subscriptions are needed, however, if the publication is to be continued. They, therefore, respectfully again ask Superintendents, Institute Conductors, and others, who have opportunity, at gatherings of teachers, especially at the Institutes, to see that the Journal is presented to them for subscriptions, and that agents of foreign publications are not allowed to overshadow its claims. The teachers of the State may reasonably be asked to sustain a Journal of their own.

The designation of one or two active canvassers at each Institute, is suggested. Their services will be properly appreciated and remembered, if called into requisition.

The above whine comes from an educational journal that presumes to represent one of the best educational states in the Union. Upon this presumption is made the above pitiful plea for support and silly protest against the over-shadowing influence of "foreign publications." What is meant by foreign publications? Is the London *Schoolmaster* or the Paris *Figaro* trespassing upon its province? Can it be that the WEEKLY is alluded to in the term? If so, we would suggest that the WEEKLY is a very domestic concern and is industriously domesticating itself in the state which the journal making the above silly appeal is seeking to monopolize.

If the editors of that journal may not solicit subscriptions, what business have they editing or publishing it? These claims of local support to the exclusion of all other journals are not well-founded. It is not only the right but it is the duty of teachers to take the best journal within their reach, whether published in their own state or not. If that journal asks for charity, the question is a different one. But in such a case instead of suggesting discrimination against live, progressive journals whose editors give their whole time and thought to the work, it should hang out the sign "Be good to the Orphan," or "Remember the Poor."

—Cassell, Petter & Galpin, the publishers, have determined to permanently enlarge their *Magazine of Art* with a view to enabling the editor to add fresh features of interest as well as to strengthen and extend those which have already met with such signal approbation. Full details will be found in the October issue of the magazine.

A MAN OR A MOUSE?

THE method of selecting jurors that has come down from "our Anglo-Saxon forefathers" has been adversely commented on of late. The prime qualification seems to be stupidity. In dealing with active and ambitious teachers, school-boards take the jury-empaneling method for a model, and make it uncomfortable for any teacher who shows sprightliness or ambition outside the mere drudgery of the school-room.

It is a fact that a teacher does not and cannot amount to anything unless he has some occupation in addition to his school work, and yet just as sure as he ventures into any branch of business or study in addition to his pedagogical duties, such essay on his part is made a handle by some enemy or some one who has a friend in need of a place, to put the sprightly, active, growing, competent teacher out.

It may suggest "sour grapes" in us to say it, but it is nevertheless true that to an outsider, the work of the school-room appears very small business. To listen to man explaining a point that he was known to have explained better a quarter of a century before; to sit out a half-hour's dissertation on a Greek accent or a French pronunciation; to watch a man performing at a black-board upon a theorem that was self-evident when he commenced and is frightfully muddled in the pupils' understanding when he gets through—all this seems small to an outsider, and it is small, notwithstanding our pedagogical self-glorification.

It is not alone small; it is belittling, and unless a man has something to do or think about outside of this work he will get so little that a regiment of him might lodge in the vest-pocket of a fairy. It is all well enough to have body and soul immersed in one's work, but even the whale comes up for breath, and immersion need not necessitate drowning. It makes little difference what a man does out of school so that he does something; he may botanize or he may box; he may speculate in flour or in philosophy; he may dig or dissect; but he should do something to keep in his body the semblance of the soul of a man.

This added occupation would give a degree of independence that would ennoble the profession and keep up the salaries. It is no wonder that a man is cowardly when he feels incapable of doing anything but teach school. Such men are the ones that are retained, and yet they are the very ones that should be dropped; for their indifference or indolence is a disqualification and reproach. The hours of school are short and an occupation before or after them proves healthy both to body and mind. Change is restful, refreshing, invigorating. Much has been said against making teaching a stepping-stone to another profession; but in this country what else can a man do and have any certainty of keeping out of the poor-house in his old age? A man is a fool, or a dunce, or a lazy-bones who does *not* make teaching a stepping-stone to another profession. In Europe it is different. There, once a teacher forever a teacher, with a pension when superannuated. But here a schoolmaster is at the mercy of every political wind that blows, and the poor school ma'am! Alas! for her when favor, or freshness, or efficiency fails! The disposition is growing in our great cities to "bounce" the veterans. Every new superintendent feels the need of surrounding himself with his own creatures, and young blood is at a premium. The older hands are apt to over-top the superintendent who is usually the accident of an accident, and it is a good thing for all parties that they be brushed out of the way. But if they have not provided for this emergency by acquiring some trade or profession or business turn besides teaching, then they are to be pitied indeed.

The moral of all this is that a teacher should not devote himself exclusively to teaching. If the board ordains differently, bear in mind that, as Bumble said of the law, the board is "a ass."

REVIEWS.

Stories and Ballads for Young Folks. By Ellen Tracy Alden. New York: American Book Exchange, 55 Beekman Street.

This little book is very attractively bound, and well worth a place in any library accessible to children. The first half of the book is given to a kind of connected story, with a wounded lieutenant as its central figure. What he did, and how he did it, and the people who helped to make his life pleasant, are pleasantly portrayed, and cannot fail to interest any child old enough to read a book by himself. The book contains other short stories, the best of which is "Julie, Julien, and Oncle le Capitaine." This story alone is worth the price of the book. The tales in verse are not so good as a whole. Some short poems at the close will interest the wee ones, and with their musical jingles put them to sleep in good humor.

A True Republic. By Albert Stickney. New York: Harper & Bros. Chicago: Jansen, McClurg & Co. Price, \$1.00.

Though somewhat utopian, the views of this work are interesting and suggestive. The constitution of such a republic would require the following changes in the present order of things:

1. "We abolish the term system, allowing no man to hold office a day longer than he does his work well."
2. "We give to Congress—*a.* All the legislative power. *b.* None of the appointing power. *c.* The removing power by a two-thirds vote for cause."
3. "We give to the Chief Executive and the heads of departments—*a.* None of the legislative power. *b.* Full appointing and removing power as to executive officers."
4. "We have the Electoral College meet in one place, and make it the judge of the qualifications and elections of its own members, as the Houses of Congress now are."
5. In the case of a vacancy in the office of president we have the senior head of department act as president until a successor is chosen.

These changes give unity and simplicity to our present system, and provide the means of enforcing the responsibility of public officials where none now exists.

The genius of such a system would be the responsibility of heads of departments for the efficiency of those departments, and the responsibility of subordinates to their respective heads. It would be a regime of efficiency and fitness rather than an allegiance to party.

Such a system is a pleasant thing to dream about; but we doubt whether these theories will seriously affect the third term boom of Grant or the operations of Tilden's "bar'l." When the Okolona States-man shakes hands across the bloody chasm with his Iowa imitator, and when John Kelley of Tammany lies down with Gov. Robinson as tamely as Lamb Curtis has done inside Lion Conkling, then we may hope to see the speculations of this volume practically applied, and efficiency will be the recommendation and measure of official life. When that day comes we shall be at home to all our friends.

Johnson's Select Works. Introduction and Notes by Alfred M'Innes. Macmillan & Co. Oxford; at the Clarendon Press. Chicago: Jansen, McClurg & Co. Price, \$1.25.

This volume contains the lives of Dryden and of Pope and Rasselas, with notes upon each subject. It is too late in the cen-

tury to attempt saying anything original or new about these masterly essays of Johnson which had no rivals in literary merit until the brilliant essays of Lord Macaulay flashed upon and dazzled the world of English readers. It is the custom of two-penny authors of text-books on rhetoric to sneer at the style of Johnson, the colossus of English literature, but any reader of this volume will readily declare that the laugh comes in at the expense of the picayune rhetoricians.

Live Questions on the English Branches. By J. R. Spiegel, A. M. Philadelphia: Eldredge & Brother.

The subjects upon which these questions are given are orthography, reading, penmanship, principles and problems of arithmetic, geography, grammar, history of the United States, theory and practice of teaching, civil government, literature, drawing, analysis of sentences, history of Pennsylvania.

In connection with orthography there is a long list of quite difficult words. In arithmetic there are 200 questions in theory and 401 problems, besides a couple of pages of arithmetical recreations. The subjects mentioned hardly indicate the scope of the questions which stretch out their tentacles into branches of study kindred to the ones named. Under the title geography, for instance, a wide range of popular science is taken in. History, civil government, and analysis are illustrated as well as questioned upon by means of synoptical tables.

These are truly "live questions," that is, there is nothing dull or slow in them, or in one capable of answering all of them. We are glad that our head does not depend upon such an achievement. If any of our readers feels that he knows just about all that is worth knowing, let him send for this book, and if some of the conceit is not taken out of him, then we shall say that for once in our life we have been mistaken.

The Temperance Lesson Book. By Benjamin Ward Richardson. New York: National Temperance Society and Publishing House.

This is a series of fifty-two lessons on the danger of using alcoholic beverages. It is simple in style, practical and convincing. At the end of each lesson are questions upon the text. It is a pity that works of this character do not always go where they would do the most good.

Vegetarianism, the Radical Cure for Intemperance, is a pamphlet of 80 pp. It is published by M. L. Holbrook & Co., New York. It argues against meat and drink with about equal effectiveness. Well, *de gustibus non*, etc.; a low vegetable diet may be conducive to the intellectual and physical well-being of mild-mannered men of sedentary habits and phlegmatic temperaments, like the editor of the *New England Journal*, for instance; but to one who thinks vigorously or swings a pick or an ax, ham and eggs or corned beef and cabbage, are no bad things, we'll warrant. And, by the way, since we are willing to give the vegetarians peace with their cabbage; why can they not let us take comfort in our corned beef?

—The Publishers' Department in the October number of *Wide Awake* contains some valuable suggestions to teachers, especially primary teachers, on "How to use *Wide Awake* in School." We know of no magazine so well adapted to use in the school-room as this one, and at least one copy ought to be found in every school-room, from the first primary up even to the high school, or the room which our small towns and villages usually give that title. This last number contains a pleasantly written article on "Philadelphia School of Reform" full of suggestions to parents who "can take a hint;" and to the believer in compulsory education, an added incentive to proclaim his doctrines.

FIFTY YEARS AGO.

By GEORGE W. GRAY, Chicago.

FIFTY years ago in the city of Boston things were very different from what they are now. The old Puritan rigor had not entirely died out, though the foundations of religious belief had been shaken. The machinery of government and education was running in the same groove that had been dug out two hundred years before, by the first settlers. There was no telegraph, no railroad, no steamboat, no omnibus, no wood-pavement, no plate-glass windows in the stores, no free lunches, no total abstinence societies, no steam squirts. There was imprisonment for debt, hanging for murder, and a free militia composed of every white male between the ages of 18 and 45, unless specially exempted by statute. Training three times a year, with muster and sham-fights, using flint locks, and paying fines for not having priming wire and brush on inspection days was in order.

The people were God-fearing, and not failing in attendance twice on a Sunday at meeting in a year. Militia captains, schooner captains, naval captains, building foremen, and all sorts and conditions of men were very proficient in profanity. The decay in the art of swearing has been gradual, the material for oaths seeming to have been exhausted at the election of Jackson and Polk, and the defeat of Webster at the Baltimore Convention.

The school system was essentially the same that John Wilson, John Cotton, John North, and John Wentworth had established almost 200 years before, for boys only, with the engrafting thereupon of girls attendance perhaps 30 years earlier. There were two classes of schools—the Ma'am's, or the Primary schools, kept by school ma'am's, and the Man's school, or Grammar schools, kept by masters.

There was an English high school for boys, started about 1820; and there had been, about 1825, a high school for girls, and a public Latin school to prepare boys for Our Ancient University.

To govern and regulate all these matters the people annually elected a school committee of 24 members, which was divided into sub-committees who did all the superintending required, and settled all the weightier matters of discipline, without fee or reward, save a school dinner in some hall in the month of August of each year.

About fifty years ago I made the acquaintance of this system in this wise: I was nearing four years of age, knew some letters at sight, having had them pointed out to me on the front page of a spelling-book with a darning needle. It was thought a child of that age ought to have an opportunity to ascend the ladder of learning, and they took him to a primary school, where he found 70 or 80 children from 3½ to 7 years of age, with one school-ma'am. The school was kept in an old wooden building, part of a tenement of one Jones, with a sign on the external door:

PRIMARY SCHOOL. NO. 3;
DISTRICT NO. 5.

The children sat on benches around the room, which was tolerably large. The new-comer found no seat vacant, but one was improvised, a cricket, and he was mustered into the Abecedarians. I do not recollect a card, a picture, a black-board, or a map, adorning the walls of that school-room. The children learned their letters from the spelling-book; after that the a-b abs, by repeating them in monotonous unison; then short words; then they read a little in the reading book, and finally were pro-

moted to the pronouncing Testament, which promotion fitted them for the Man's school.

At six years of age I had read the entire New Testament in class exercise, not omitting the word Euroclydon which occurs in Paul's voyages, and those vivid descriptions in Revelation of the beast and the scarlet woman. Besides, in Emerson's first part, I could state with accuracy the answer to "Three boys went up to recite; two were sent back for not having their lesson; how many recited?" But three books were used by the scholars (we were not pupils) in the upper classes—the spelling-book, the reading-book, and the "First Part." The second class had no arithmetic, and the third and fourth classes neither arithmetic nor reading book.

The present generation of teachers would say I went to school too early. I beg leave to differ. The exercise of the brain required in an old fashioned primary school never hurt a child, as far as I know; but I have known children hurt and damaged by being cooped up at home, and crammed by fond mothers.

And I see a great many advantages in it. First: The habit of folding hands, sitting up straight, pretending to keep still, and looking on the books, has this advantage, it gives the young child discipline, the better half of education.

To children in that class of society in which parents have not time or leisure for attention and proper supervision, the school in the earlier years of their lives must be a great advantage. Habits of idling and loafing can be fixed on a child at 8 or 9 years of age; but not where habits of industry and attention have been previously acquired. There were no street Arabs in Boston or New England in those days.

In all the instruction given there was no explanation. After the letters were learned by sight, the memory was exercised to its utmost extent, and extreme verbal accuracy was required in all our recitations.

There was nothing to vary the monotony of the perpetual grind, except that my first school ma'am would read out of some books a little story. I recollect the "Penitent Robber," "The Last Day of the Week," "The First Day of the Week," and "The Week Completed," so read.

Every child that came to school was taken in; there was no want of seats for scholars. A carpenter then could make a bench in an hour, at a cost of one dollar, that would accommodate six or eight children. Who could forbid learning under such circumstances?

SPELLING REFORM AGAIN.

O. C. BLACKMER, Chicago.

TWENTY years ago it was quite fashionable for writers to sneer at the Spelling Reform and at those engaged in promoting it. But since the subject has been taken up and advocated by the leading scholars of England and America, the number of sneerers has diminished, and we only have an occasional sporadic case. Indeed, this reform is great in its backing of great names. No reform affecting great vested interests has commanded a more general assent from eminent scholars and educators. Discussions concerning it have forced their way into all the educational periodicals, into the great dailies, into the religious weeklies, and into the monthlies and quarterlies. Conspicuous among the latter is the article in the September *Scribner*, written by Professor T. R. Lounsbury of Yale College. Mr. Lounsbury, it may be remembered, is one of the ablest of the younger generation of

professors, having been regarded as a scholar of such promise as to justify the creation of a place for him at Yale. A few quotations from this able article cannot fail to be of interest:

"The demand for reform is no longer confined to a few scattered scholars without influence, and usually without even so much as notoriety. On the contrary, it has extended in some cases to whole classes. Philological societies appoint committees to examine and report what is best to be done. School boards petition government to establish a commission to investigate the whole subject."

"There is an uneasy consciousness in the minds of those most opposed to change that it is no longer quite safe to indulge in that contemptuous treatment of the subject, which a short time ago was the only argument. A reform which numbers among its advocates every living linguistic scholar of any eminence whatever, which in addition includes every one who has made the scientific study of English a specialty, may be inexpedient, may be impracticable, may be even harmful; but it cannot well be demolished by brief editorials; nor superciliously thrust aside with an air of jaunty superiority."

"There are three phases then which orthographic reform must pass before it has any fair prospect of success; or, perhaps, it would be better to say there are three distinct periods in the progress of the movement which aims to bring about the adoption of any far-reaching change."

"The first period will have been finished when general unanimity of opinion shall have been secured among linguistic scholars—among those who in reference to this subject may be called experts—that such a reform would be desirable if practicable."

"It is plain that the first stage in the movement has passed. The first point has been gained. There is among scholars no real difference of opinion as to the desirability of reform, though they may vary widely in their views as to its prospects of success, and still more widely as to what shall be its character. But in the question of its desirability, the representations of linguistic schools farthest apart are fully agreed."

"A long and painful road must be traveled before the end of the journey is reached. The same story must be told over and over again, the same familiar arguments must be repeated, to use Shakspeare's words, with 'damnable iteration.' The same stupid objections must be constantly met, and their stupidity exposed."

"All spelling is originally, in intention at least if not in perfect realization, phonetic; that is to say, it aims to represent invariably the same sound by the same letter, or by the same combination of letters. This idea lies at the root of the alphabet; otherwise, indeed, the alphabet would have had no reason for its existence."

"In their [the printers'] selections from the variations of spelling that then existed, which in most cases doubtless represented actual differences of pronunciation, it was the merest accident or the blindest caprice that dictated the choice of the form to be regarded as the standard. As a result we have uniformity indeed, or at least an approach to it sufficient for all practical purposes. But it must not be forgotten that this uniformity is the work of printers and not of scholars; that, as might be expected in consequence, it is a mere mechanical uniformity, and in no sense of the word a scientific one; that in affecting it, propriety was disregarded, etymology perverted, and every principle of orthoepy defied."

"The history of our spelling is in no small number of instances the history of blunders which, originating in illiteracy almost scandalous, have now become thoroughly sanctioned by custom and consecrated by time. And yet there are people who honestly believe there is something peculiarly sacred about the present orthography of the English tongue, who look upon this creation of type-setters as the crowning mercy to our race of an all-wise Providence and actually shudder when a new spelling is employed, as if the fountains of the great deep were breaking up and the civilization of the world were threatened with a second deluge of barbarism."

We commend the whole article to the foes as well as the friends of the Reform.

SCHOOL GOVERNMENT AND DISCIPLINE.

I.—A Theory or Discipline Takes Account,

1. Of the causes of disorder;
2. Of the ages and of the conditions of children;
3. Of the purposes of discipline.

II.—The Aim of Discipline is

1. To secure proper order;
2. To form good habits;
3. To educate the will.

III.—The Motives for Obedience are

1. A natural love to be doing something;
2. Love for teacher and parent;
3. Love of praise, recognition, appreciation;
4. The force of authority.

IV.—Aids in Disciplining a School.

1. The character of the teacher:
 - a. Personal excellence and self-control;
 - b. Mastery of his business;
 - c. His consistent and wise progressiveness;
 - d. His tact and love of the work.
2. The value of system used in
 - a. Carefully seating pupils;
 - b. Having a well-arranged program faithfully executed;
 - c. Prompt and business-like movements;
 - d. Neatness, wise privileges, little friction, gymnastic exercises, etc.;
 - e. Keep pupils busy.

V.—Rules.

1. The fewest possible;
2. Those necessary and just;
3. Honestly enforced.

VI.—Punishments.

1. Disapproval of teacher and parents;
2. Temporary loss of privileges;
3. Corporal punishment (last resort);

ARITHMETIC.

I.—General Principles.

1. To present and develop any subject in arithmetic to a class of pupils,
 - a. Find out
 1. What they know of arithmetic in general;
 2. What is their stock of knowledge preparatory to a study of the subject in hand.
 - b. Have a clear idea of
 1. The subject to be taught;
 2. The natural divisions of the subject;
 3. Their order and relation;
 4. How much can be mastered by the class.
 - c. Then in each division of the subject,
 1. Teach the process;
 2. Test the pupil's ability to follow and understand the process;
 3. Train the pupils to correctness and rapidity of work.
 - d. Show the connections and dependencies of the several parts of the subject as to each other.

II.—Primary Numbers.

1. Development and expansion of the idea of number:
 - a. Counting to 100 with and without objects;
 - b. Counting by 2's, 3's, etc.
2. Writing and reading numbers to 10, 100, 1,000.
3. Development of ground rules:
 - a. Simple additions, $2+2=4$, $2+3=5$, etc.;
 - b. Simple additions and multiplications, $2+2=4$, two 2's=4, $2 \times 2=4$, etc.;
 - c. Simple additions and subtractions, $2+2=4$, $4-2=2$, etc.
 - d. Simple subtractions and divisions, $4-2=2=0$, 4 contains 2 two times, $4 \div 2=2$, $\frac{1}{2}$ of 4=2;
 - e. Simple multiplications and divisions, $3 \times 4=12$, $12 \div 3=4$, etc.;
 - f. Simple exercises combining the four rules.

NOTE.—In accomplishing the above use objects when necessary or desirable.

III.—Common Fractions.

1. Consideration of denominator and numerator;
 - a. Office of each;
 - b. Their relations;
 - c. Effect of operations upon either—both.
2. Reductions—cases.
3. Addition and subtraction.
4. Model exercises—topic, *Reduction*, unless otherwise requested by the institute.

NOTE.—It is suggested that on the day previous the instructor ask the members to indicate through the question box their choice of some topic in fractions.

IV.—Decimal Fractions.

1. Relation to integers.
2. Relation to common fractions:
 - a. How derived from;
 - b. How changed to.
3. Notation.
 - a. Differs from integers;
 - b. Explain.
4. Numeration.
5. Addition and subtraction.
6. Multiplication—deduce rule for pointing.
7. Division—deduce rule for pointing.

V.—Slate and Board Work for Advanced Primary.

1. Rapid reading of numbers carried to nine places.
2. Writing numbers from dictation, beginning with the smaller ones and increasing gradually to those of nine places.
3. Work designed to secure facility in the four ground rules.
4. Combinations of the four rules.

VI.—Common Fractions.

1. Multiplication—deduce the rule.
2. Division—deduce the rule.
3. Model exercises—topic, *Division of fractions*, unless otherwise requested by the institute.

VII.—Percentage.

Model exercise—topic to be designated by the institute.

VIII.—Suggestions.

1. Time to be given to the subject
 - a. By primary classes;
 - b. By advanced classes;
 - c. For oral or mental exercises;
 - d. For written exercises.
2. In slate and blackboard work require
 - a. Correctness;
 - b. Rapidity;
 - c. Neatness.
3. The rule should be
 - a. Elicited from the pupil as an expression of his understanding of the operation;
 - b. Then revised by comparison with the rule in the text-book.
4. The explanation should be a demonstration of the correctness of the rule, connecting the operation with the principles upon which it depends—not a mere description.
5. Rate of advancement of pupils.
6. Constant attention to rapid drill work.
7. Reviews should be frequent.
8. Examinations should be honest and thorough.

—From Outline of Institute Work, Michigan.

—The scheme of instruction in cookery in the London Board schools provides for the giving to the older girls in certain schools at least twelve lessons in practical cookery, the lessons to be given upon one half-day in each week. The instructor is appointed by the Board and receives a yearly salary of \$300. Twenty-one of the London schools are to have kitchens; five are now in actual operation. There is no waste as the food cooked is sold.

BOOKS AND PAMPHLETS RECEIVED.

The Public Library and the Common Schools: Three papers on Educational Topics. By Charles Francis Adams, Jr. Price, 25 cents. Boston: Estes and Lauriat. 1879.

Annual Report of the Superintendent of Public Instruction, being the thirty-third annual report upon the public schools of New Hampshire. June session, 1879.

Report of the County Superintendent of Schools for Marshall county, Ind. 1879. W. E. Bailey, County Superintendent.

Annual Report of the Danville Public Schools, for the year ending July 31, 1879. Danville, Ill. J. G. Shedd, Superintendent.

Common School Report. Commonwealth of Kentucky. Annual Report for the school year ending June 30, 1879. Howard Henderson, Superintendent.

Rules and Regulations for the Government of the Public Schools of Highland, Illinois, as adopted by the Board of Education in 1879, also Rational Course of Instruction for the Public Schools of Highland, Ill., as adopted by the Board of Education in 1877.

Statistics of the Public Schools of Nebraska, for the year ending April 7, 1879. Compiled by S. R. Thompson, State Superintendent.

Rules and Regulations and Graded Course of Study of the Amboy Public Schools. Adopted by the Board, August, 1879. Amboy, Ill., P. M. James, Supt.

Local Government: at home and abroad. By Robert P. Potter, Esq., Chicago. Article No. One, from the *Princeton Review*. Price, five cents.

TEACHING SPELLING.

To the Editors of the Weekly:

In response to Mr. McKinney's appeal, p. 73. I would add to his sound views, a consideration of the fact that we all eventually become able to spell any word that we have seen in print, although we may have seen it but once. We don't think of the letter names, the 'see' 'oh' 'double you' that make up the spelling of the word *Cow* to the ear. The eye photographs the whole at a glance, and keeps it in its wonderful memory ready to be looked at in the gallery of the inner vision whenever wanted—that is whenever the hand wants to make a copy of it. And this 'making of copy by the hand' is all that there is of practical spelling. We only spell as we write. The hand learns to spell. And it has a wonderful memory of its own too, which enables it to spell familiar words just as it plays a familiar tune on the flute or violin, without troubling eye or brain at all.

Undoubtedly the proper way to teach spelling is to use the eye and the hand. It is the one advocated by Mr. M.—that of spelling on the slate. And an immense aid in this course, one which saves time, and avoids unpleasant, unsatisfactory labor on the teacher's part, and leaves him free to attend to other lessons, is that of dictating visually instead of orally; as is practiced in French schools. Trial of this method through nearly two terms of our schools, and in six different grades; has proved that it is one of the greatest auxiliaries in primary school methods that modern improvement has devised. The pronunciation is shown to the pupil's eye in simple signs which exhibit it with perfect clearness and exactitude, yet without showing any letters.

The signs are soon learned and then the deciphering of the words (which are given in sentences showing their meaning and their use in composition), becomes a pleasant game—like the solution of a simple puzzle by a process which is certain to detect the hidden meaning. Children of 7 to 8 begin to practice on this *dictee*, and they soon take delight in deciphering and transcribing it, and in calling up mentally, and writing down in letters, the proper spelling of the words. As every word must be analyzed by repeating the sounds contained in it, there is constant drill in enunciation with great advantage to the voice.

On this subject I will add a passage from a letter just received from Mr. W. S. Schofield, joint-editor of works on Homographic Short-hand, the system used to give the pronunciation of words visually, without using letters. (He has been showing the usefulness of the sound-signs in exercises in voice-training):

"My heart cries out for the poor child whose teacher stands by its side as it spells from its Primer, and reads from its First Reader, in a tone so thin and useless that a yard-stick will measure the distance to which it can be heard. Unwittingly such a teacher does each child a life-long wrong—a wrong that is almost criminal.

"Open its mouth and throat, and put air into its lungs:—loosen its muscles, and let voice vibrate in its throat;—employ all the organs of articulation, and mould this voice into such clear, strong, and sweet speech, as shall fill with pleasure the hearts of all who hear it.

"Teach breathing! Teach the using of the voice-bellows in speaking! Teach tone vibration! Teach all the art of full clear and priming enunciation! yet carefully guard the delicate apparatus which gives such charmingly sweet tones from a child's throat, from being spoiled for life by any overstrain.

"Spelling is all very well, but I would a hundred times rather have correct pronunciation and a good voice than to be able to spell every word according to Webster or Worcester. If I mispronounce I offend a correct ear a hundred times to one time that I offend the correct eye by mis-spelling. If I have a bad voice and expression, it goes with me through life—an ever-present enemy between me and all that I meet, whether educated or ignorant."

W.

PUBLISHERS' NOTES.

—The monthly editions of the WEEKLY are very popular among the country teachers, and large clubs are being formed. In graded schools the weekly edition is most in favor.

—The new edition of *Grube's Method*, in paper covers, will be ready this week. Price twenty cents. Address the publishers of the WEEKLY. Price in flexible cloth, thirty cents.

—We call the attention of book agents to the advertisement of *Wm. Cullen Bryant's Family Library of Poetry—Memorial Edition*. Of all the subscription books ever published, that edited by Mr. Bryant is one of the most salable among intelligent people. It is a *poetical library* at the cost of an ordinary book.

I say that that book, *Wedgwoods Topical Analysis*, is very valuable to teachers.—*Supt. T. F. Brant, Fremont county, Iowa.*

THE RECESS.

The first duty on t—to cross it.

When a man's temper gets the best of him it reveals the worst of him.

French mother to her boy, after the annual school exhibition—"And why didn't you, too, obtain a prize—a floral crown!" Jules—"Mother, that is contrary to my republican principles."

Ignorant young men to Professor Tyndall—"Professor, how is a man to tell a mushroom from a toadstool?"—Professor: "By eating it. If you live it is a mushroom; if you die it is a toadstool."

People who think so much of education should read this and study it, especially if they have a family. The kitchen girl can save more than the governor. Lady teachers on the average receive about three pounds per month or thirty-six pounds per year. For board in the year thirty-six pounds is barely sufficient, then there are clothes to be bought, with numerous incidental expenses. The kitchen girl gets about eighteen pounds per annum, which is entirely free from all expenses but clothes. This shows a balance in favor of the kitchen girl.—*English Paper.*

The boy that to his mother says,
As he the pantry passes,
And sights the tempting syrup cup,
"Oh, give me some molasses,"

Advanced to riper years, still cries,
When weaned from all his classes,
And lounging at some watering-place,
"Oh, give me summer lasses."

The mind has a wonderful knack of accommodating itself to circumstances. The man who is striving to earn a bare living is just as eager and no more so than the man who looks to fortune for the gain or loss of millions. It is not the size of the game but the act of hunting it that keeps up interest; and it is the chase rather than the capture that inspires happiness and insures content. A man who had courted his wife with great assiduity and made unusual sacrifices to gain her hand proved very indifferent to her after the nuptial knot was tied. When reproached by her for his changed manner, he excused himself by saying, "Oh, well, it is true I do not gush as much as I used to; but if I should lose you I'd try quite as hard to get another just like you.

AN EDUCATIONAL BREAKFAST.

A breakfast indeed when it appeared! Alphabetical to the very letter. This was the bill of fare: Apple sauce, Bread, Butter, Coffee, Cream, Doughnuts, Eggs, Fish-balls, Griddles, Ham, Ice (on butter), Jam, Krout (sour), Lamb-chops, Morning Newspaper, Oatmeal, Pepper, Quince-marmalade, Rolls, Salt, Tea-Urn, Veal-pie, Waffles, Yeast-biscuit. Mr. Peterkin was proud and astonished. "Excellent!" he cried. "Every letter represented except Z." Mrs. Peterkin drew from her pocket a letter from the lady from Philadelphia. "She thought you would call it X-cellent for X, and she tells us" she read, "that if you come with a zest you will bring the Z."

Mr. Peterkin was enchanted. He only felt that he ought to invite the children in the primary schools to such a breakfast; what a zest, indeed, it would give to the study of their letters? It was decided to begin with apple-sauce.

"How happy," exclaimed Mr. Peterkin, "that this should come first of all! A child might be brought up on apple-sauce till he has mastered the first letter of the alphabet, and could go on to the more involved subjects hidden in bread, butter, baked-beans, etc."—*St. Nicholas for October.*

We have heard of the new education; is this the newest?

To the Editors of The Educational Weekly:

Thank you for setting yourselves right in granting the "recognition due to missionaries."

The world may, indeed, "hear" less of Judson and Goodell, of Mill and Coan, of Moffatt and Livingstone, than of Beecher, Spurgeon, Bellows, Swing, or Talmage; yet, we question whether the former, judged by the record of the world's advance, may not be entitled to the higher place.

Yours truly,

H. M. BISSELL.

BUNKER HILL, ILL., Sept. 18, 1879.

Educational Intelligence.

EDITORS.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.

Illinois—Prof. John W. Cook, Illinois Normal University, Normal.

Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Michigan—E. B. Fairfield, Jr., Supt. Public Schools, Howell.

CHICAGO, OCTOBER 2, 1879.

THE STATES.

MICHIGAN.—The Normal School opened with every prospect of a successful year. Over seventy new students have already applied for admission. The classical course promises to be unusually full during the present year. The classes in French and German will also be considerably larger—German, however, being rather more in favor than French. The graduates of '79 in higher courses have met with gratifying success in securing positions. A number of them are teaching in our leading schools. Miss Tuller accepted a position in the schools of New York city. L. G. Gorton is teaching in the Detroit high school, and is doing well. The Normal is also represented in the Upper Peninsula, W. Eastman and N. Haydn, of '79, having accepted positions in the schools there.—*Ypsilanti Commercial*.

Hope College, at Holland, and Hillsdale College, at Hillsdale, open with increased attendance this fall.

The state board of education has appointed as visitors to the State Normal School for the academic year 1879-80, M. C. Burch of Grand Rapids, W. A. Moore, of Detroit, and C. B. Thomas, of Saginaw City.

The Greenville schools open very full this year. Prof. Church is doing very satisfactory work.

Miss Anna Grace, for seven years past a teacher in the Charlotte schools, has been engaged by the school board at Fenton to take charge of one of the schools at that place.

Reports from the State Normal School indicate a very large attendance of pupils this year. An unusual number bring diplomas as graduates from various graded schools.

The Tri-State (Michigan, Ohio, and Indiana) teachers' association meets at Toledo, Oct. 4. Prof. E. Olney, of the University, will be inaugurated as president. Profs. Z. C. Spencer, of Tecumseh, and Austin George, of the Normal School, and Miss California Vineyard, of Hillsdale, will take part in the exercises.

Edmore is to have a \$1,400 school house. Eighteen months ago Edmore was a brush heap. Now it is a neat village of 600 inhabitants.

At a meeting in Detroit last week of the directors of the society of Alumni, of the State University, Zina P. King, the treasurer, was requested to take such further action to promptly collect or secure unpaid subscriptions to the Williams professorship endowment fund, either by personal application or otherwise, as he might deem expedient. Prof. M. L. D'Ooge and Levi L. Barbour, of Detroit, were appointed solicitors for the fund. Hon. T. W. Palmer, the President, was requested to procure a suitable seal for the use of the society of Alumni.

L. L. Pernie has the principalship of the Vicksburg school this year.

S. S. Coryell will teach the De Witt school this winter.

Prof. Geo. E. Cochran receives a salary of \$1,500 as superintendent of the Kalamazoo schools.

Big Rapids pays its school teachers \$4,740 this year; Prof. T. C. Garner as principal receives \$1,000.

T. J. Ramsdell, of Manistee, has given the city half a block of land upon which a \$7,000 school-house is to be built.

Miss E. Hogeboom, for two years past a teacher in the Pennsylvania Female College at Pittsburg, has been engaged as a teacher in the Flint schools.

W. M. Carrier, formerly teacher of Greek and Latin in the Flint high school, has been engaged as principal of the Fenton high school.

George Comstock, University class of '75, who has been for some time past with an engineering party on the lower Mississippi, goes to Madison University as an assistant to Prof. Watson.

Prof. Adams has published a new lyceum lecture, "Count Cavour and the Regeneration of Italy," which he will deliver this winter. He will also de-

liver his lecture on Beaconsfield, which was so well received last winter. He has also prepared a revised, enlarged, and complete edition of his "Questions and Notes" on the Constitutional History of England and the United States.

A supplementary announcement by the Faculty of the University states the following additional courses offered students this year: 1. An additional course in American history, by Assist. Prof. Hudson. 2. A course in general meteorology, with instruction in the taking of observations and the use of weather reports for the prediction of weather, by Prof. Harrington. 3. A course in general chemistry—laboratory methods of study. 4. A course in historical geology—succession of geological events, embracing in their relations the elements of geological dynamics, continent building and sculpturing, rock classification, geographical geology, time divisions, etc.; oral exercises, lectures on paleontology; paleontological investigations; exercises consisting of laboratory work, reading, and instruction; by Prof. Langley. 5. A course in the science and art of teaching, practical, historical, and physiological; by Prof. Payne.

WISCONSIN.—Mr. L. Burstall, for four years past teacher of German in the Milwaukee high school, has entered upon the publication of a political newspaper in Chicago, called *The Correspondent*, for "the purpose of bringing before the public a series of correspondences about the most interesting political and social topics." The first number contains four pages, size of the WEEKLY.

There will be a teachers' association in Pierce county at Ellsworth Oct. 18; at Spring Valley, Oct. 25; at Maiden Rock, Nov. 8.

At the Superintendents' Convention for first district of Rock county, held at Footville, Sept. 20, J. W. West, the present incumbent, was honored with a renomination by 16 votes out of 24.

Miss Agnes Hosford has been renominated for the office of superintendent of Eau Claire county by the Republican convention.

MINNESOTA.—The resources of the Winona public schools were for last year \$37,220.50; number of pupils enrolled, 1,684. In his first report to the board of education, Supt. Phelps presents among other suggestions the following:

In respect to the management, it may be observed that no unnecessary restraint should be imposed upon the teachers in respect either to their methods of teaching or discipline, and no profitless burden of labor should be allowed to interfere with their vital preparation for their work or with its efficient execution. Hence much mere machine work, like that of keeping daily class records, which, at best, are but rough guesses, will be dispensed with and the time and strength bestowed upon them will, it is to be hoped, be more profitably employed in the preparations for and execution of the true work of the class room.

The state normal school at Mankato has 138 pupils enrolled—91 in the normal department and 31 in the model department.

Prof. Tarbell, of Pleasant Grove School, at Mankato, punished a refractory scholar named Zonopolski. The mother of the youth didn't like it, and she called on the professor immediately and told him so, emphasizing her remarks by blows in his face. The professor soon tired of this sort of argument, and replied with arguments equally emphatic and of the same sort, and the woman subsided.

ILLINOIS.—Supt. E. A. Gastman, of Decatur, has printed a sheet called "Our Public Schools," in which are published the Rules and Regulations of the schools, the Roll of Honor, the high school course of study, a few words to parents, financial and statistical reports of the board of education, and a few selections. This is a good move.

While the smaller schools, such as Lee's academy at Stockton, Coles Co., do not pretend to take the place of larger institutions, they are accomplishing a work that is none the less important, and in a majority of cases, the results are much more satisfactory in proportion to the expense, than in the larger schools. During the last term the Professor had several distinguished educators to lecture to the students, among whom were Prof. Wm. Mitchell, of Cleveland, Ohio; Prof. Geo. B. Dodge, of Shurtleff college; Hon. J. P. Slade, State Superintendent of Public Instruction; J. C. Arnold, County Superintendent of Jasper county.

The following is the program of the teachers' meeting to be held at Woodstock, Oct. 4. Forenoon—Letter Writing and Composition.—Miss Lettie Cummins. Discussions. Afternoon—Roll Call, with response by giving some item of news. U. S. History.—M. J. Wright. Zoology.—A. E. Bourne. Discussion. How shall we increase the attendance in our public schools?—A. W. Young. Query Box. Critic's report.

McHenry county has 146 school-houses, 5 of stone, 26 of brick, and 115 frame. Number of pupils enrolled, 6,064; number of persons of school age, 8,058; Amount expended, \$48,811.32. Average number of teachers employed, 259; males, 94, females, 155. Average monthly salary,—males, \$38.94; females, \$22.12. Number of applicants for certificates examined, 257; number certificates granted, 176.

Miss Griffith, one of Oak Park's favorites socially, as well as in the prominent position she held as teacher, was married last week at Evanston, to Mr. Smith, of Grand Rapids, Mich. She will be missed by her many friends, both little and large, though all wish her much happiness. Miss Enos succeeds her.

Probably none of the educational exhibits made at the county fairs this fall have attracted more attention and received more merited praise than that made at the Winnebago county fair, under the supervision of Mrs. Mary L. Carpenter, county superintendent. Both Gen. Martindale and Judge Bond, in their addresses, made flattering allusion to it, the former characterizing it as the "Carpenter Exhibit," and the greatest and most worthy of note of all the various exhibits made. The kindergarten work exhibited from Aurora was very creditable. It consisted of a great variety of handsome woven mats, needle-work, frames, hanging baskets, etc., and was contained in an upright glass case. Prof. Powell, of Aurora, sent from his high school specimens of work in nearly all branches taught in the high school, and he took the \$30 premium, (Lunar Telluric Globe) which was offered for the best high school exhibit. His work in Literature and Criticism attracted especial attention. All the village graded schools of the county were represented, and the grand premium, Kendall's Lunar Telluric Globe, like that which went to Aurora, went to Pecatonica, Lewis A. Goodrich, principal. This school was particularly noticeable for superior penmanship, spelling, and neatness of papers, while not one of the graded schools made an exhibit that was not creditable. There were 83 rural district schools represented, and pupils, school-directors and teachers from nearly every one of these schools were present at the fair and examined the work. A very general desire was expressed that the Educational Department of the fair be made a permanent thing. THE EDUCATIONAL WEEKLY premium was obtained by Miss Isabel M. Hunter, of Rockford. There was on exhibition the work of at least 1,500 different children of the country schools. The rural district schools had 60 maps of Illinois on exhibition, the most of them well executed. They were all from pupils who had never drawn maps before, and four of them would have done credit to schools that have made a practice of teaching map-drawing.

The Hon. J. P. Slade, State Superintendent of Instruction, is assisting Vice President Cobb in the arrangement of the school exhibit at the State fair, which consists of the work of a large number of high schools, graded schools, district schools, from nearly every locality in the state. This is a new feature, and will, no doubt, be largely commended by the friends of our public school system.

OHIO.—The Directors of the University of Cincinnati have voted not to accept the resignation of the Rev. Thomas Vickers, as Rector of that institution, but to grant him leave of absence without pay until the 1st of January next, for the closing up of his work in cataloging the University Library, of which he is still Librarian.

Prof. Bernard Bigsby, who made some figure in Michigan a few years ago, has been delivering a course of six lectures lately, to the teachers of the Cincinnati public schools, on his favorite topics of the origin and growth of language.

Prof. J. P. Lacroix, of the chair of Modern Languages and History in the Ohio Wesleyan University, at Delaware, died there on the 22d ult., after a protracted sickness. His place is taken temporarily by Prof. W. W. Davis.

Buchtel College, the Universalist school at Akron, reopened on the 24th ult., with some thirty new students.

Miss Kate Oakes, formerly Principal of the Springfield high school, and more recently of the Ravenna public schools, was married Sept. 11, to Dr. Welsh, a wealthy resident of Eaton, O.

Prof. S. S. Hamill has a class of over 200 pupils at the normal school at Ada.

INDIANA.—The city of Huntington has issued its sixth annual public school report. It contains, besides the usual tables found in such reports, a catalog of all the pupils belonging to the school, the annual sermon to the graduating class by Rev. H. F. Lacey, and the address of the President of the Board on Presentation of diplomas. An interesting feature of the report is a list of ladies and gentlemen constituting visiting committees of the citizens,

The titles of these committees are as follows: 1. On High School. 2. On Work in Intermediate Grades. 3. On Work in Primary Grades. 4. On Discipline. 5. On General Management. The schools are under the efficient management of Jas. Baldwin, as superintendent, with thirteen assistant teachers. Miss Alma A. Holman is principal of the high school.

Supt. Harlan, of Marion county, has made the following report: The total enrollment was 17,914; average daily attendance, 12,281; average length of school year, 164.4 days; there were 93 male teachers and 235 female; average daily compensation, male teachers, \$2.14, females, \$1.97; of city teachers, males, \$5.33, females, \$2.76; total tuition fund received, city and county, \$258,307.53; expended, \$96,566; number of school-houses in the county, 136, brick 40; total value, \$1,118,500; value of apparatus, \$9,050 amount expended in erection of new houses, \$33,433.40.

The *Crawfordsville Journal* quotes the WEEKLY's remarks respecting the custom of teachers treating at holidays, and then adds: "It was not necessary for the teachers to take strong grounds against the practice of compelling teachers to treat in school, for the custom became extinct long ago. While in some localities it is expected that the teachers will voluntarily 'treat,' no attempts are made to compel it. There is danger that our neighbors and distant friends will think that we have not yet recovered from backwoods customs."

IOWA.—The number of students at Iowa College is unusually large this term. The professors report large classes and a deep interest in study. The future of Iowa College is promising indeed.

The main dome of Iowa's new capitol is to be 280 feet from base to top of flagstaff, 80 feet outside diameter, and 60 feet inside.

Prin. L. A. Rose, of Davenport, had a midnight encounter with burglars last week.

The *Davenport Gazette* says concerning the lightning rod controversy: "Prof. J. K. Macomber, of the State Agricultural College, has just placed himself in an attitude from which, as it would appear to an ordinary observer, he will be glad to extricate himself."

The Le Claire schools, under Prin. J. A. Holmes, have enrolled 200 pupils. The law students at Iowa City find it almost impossible to get copies of the code of Iowa.

The enrollment at the University for the first week was, senior class, 49; junior, 33; sophomore, 56; freshman, 87; and law, 125. Total, 350 students.

Prof. S. N. Fellows, D. D., of the University, attended the Methodist Conference at Davenport last week.

Mr. Chas. W. Pinneo is principal of the Princeton schools.

We are pained to announce the death of Prof. J. H. Thompson, for seven years superintendent of the public schools of Des Moines. Failing health compelled him to resign his position last June. He was President of the State Teachers' Association several years ago and was highly esteemed by the teachers of the state. He died after a long and painful illness, against which he has struggled with all the courage of a faithful, hard-working teacher, unwilling to lay down a work which so long engaged his every thought, in which he had already accomplished so much and was planning to do so much more. He will be greatly missed by educational leaders throughout the state, and especially by his many friends in Des Moines.

Mr. W. J. Buchanan is principal of the Clarence high school.

We clip the following from the *Tipton Advertiser*: Many of the school houses throughout the country are in bad condition, and school officers should see that proper repairs are made before the winter schools open. But after the officers have done all they can, or will, there yet remains much which the intelligent teacher can do to make the school-room pleasant. A few appropriate pictures and mottoes, tastefully arranged, would effect wonders in the appearance of the room. They will assist greatly in relieving the monotony of the walls, and will afford agreeable rests for eyes. Neglect none of these things, keep your room well ventilated and tidy, and you will have a pleasant school.

The Marshall county teachers are about to establish a teachers' library. Nearly two hundred dollars has been subscribed for this purpose.

The Rev. Mr. McFarland has charge of the classes in rhetoric and elocution in the Wesleyan University at Mt. Pleasant.

Henry county has 110 school-houses, one University, one college, and one female seminary.

I like the WEEKLY because of its fearlessness, its vigor, and because it hoes its own row.—Supt. A. J. Blanchard, Sycamore, Ill.

It is an excellent paper, worthy of the highest praise.—Geo. W. Bailey, Cincinnati, O.

The WEEKLY comes regularly to my address and I think as much of it as ever.—Supt. F. W. West, Rock County, Wis.

OFFICIAL DEPARTMENT.

ILLINOIS—AMENDMENTS TO THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION.
SPRINGFIELD, ILL., Sept. 20, 1879.

To Township Trustees and Treasurers:

The new edition of the School Law was some days since distributed to the county superintendents; and, hoping that copies of it have already reached you, I wish to call your attention to the changes made in the law which especially pertain to your official duties.

1. [Organization of Board of Trustees—Appointment and Term of Office of Treasurer.] Under the law, as it was before amendment, the board of trustees was not required to organize at any fixed time, and often did not organize until the regular meeting in October. Neither has there been any regularity in the time of appointing treasurers, and trouble has resulted in many cases from this indefiniteness in the law. The law now requires the board to meet within ten days after the election in April and to organize by the appointment of a president, who shall hold office one year, and (once in two years) of a treasurer, who shall hold office two years. It will be proper, therefore, for the board of trustees in any township in which the term of office of their treasurer expires before April next, to appoint a treasurer (reappointing their present treasurer if they choose) for the unexpired term, to hold until the new organization of the Board next April, taking from him a bond in the usual form. Next April, at the meeting for organization, every board of trustees in the state should appoint a treasurer for two years; and, inasmuch as the term of office is lengthened, they should scrutinize with especial care the bond offered by the man they appoint. [Sec. 32.]

SPRINGFIELD, Sept. 25, 1879.

To the Editors of the Weekly:

On page 107 of the WEEKLY of Sept. 18th, referring to a letter written by me to the school-board of Jerseyville, you say that I have given an opinion "to the effect that school officers may be sustained in excluding colored children from schools with white children, provided that separate schools equally convenient of access, and in which the same grades are taught, shall be supplied." Since this does not convey quite the idea of my letter, and that it may not be inferred from the words that I have italicized above, that I intended to give official approval to the establishment of separate schools for colored children, I shall be glad to have the following extract from the letter go to your readers:

From the law and the decision of the Supreme Court it is clear that there cannot, legally, be any discrimination against colored children that shall in any way abridge their privileges in the public schools of any district or city. Every board of school directors and every board of education is under legal obligations to provide for the colored children within its jurisdiction the same facilities for acquiring an education in the public schools that it affords white children, no more and no less.

When any district or city will maintain for colored children alone, schools of the same grade and equally convenient of access with those attended by the white children, employing in them instructors as good as those who teach the white children, then it may be that the courts would sustain the separation of the children of that district or city into separate schools upon the basis of color alone; but it is evident from the decision above referred to, that nothing short of making "the facilities for instruction entirely equal" for both races will meet the demands of the law and the courts.

But one case involving the right of colored children to attend the public schools has ever come before the Supreme Court of our State. In that case the school directors proposed to build upon the school lot a separate building, in order to keep a few colored children in a separate school, and they were enjoined from so doing, on the ground that it would be a fraud upon the taxpayers, since the children could readily be accommodated at the school-house with the other scholars of the district. But the Court say in the decision:

"Had the district contained colored children sufficient for one school, and white children for another, and had the directors in good faith provided a separate room for each, where the facilities for instruction were entirely equal, that would have presented a question not raised by this record, and upon which we express no opinion."

All that has been definitely settled then, so that all children living in the same district must have equal facilities for instruction.

I enclose you a slip from the *Illinois State Register* of the 18th, from which it appears that the vexed question will, perhaps, have further light shed upon it from the courts in Quincy.

JAMES P. SLADE.

QUINCY, ILL., Sept. 17.

Gov. John M. Palmer, in court here to-day, made application in the name of the attorney-general, for leave to file an information in the nature of a

quo warranto, against the board of education of this city, to question the validity of the rules of the board, which excludes colored children from the public schools. The Quincy board of education have divided the city into eight school districts, and by vote excluded colored children from the district schools, and require all colored children to attend one school, established for them especially. The effect of that arrangement is that children living near district schools go in some instances more than a mile and a half to the colored school. Upon hearing of the petition and the affidavits filed, the judge granted leave to file the information and ordered a summons to issue, returnable at the October term of the court. The colored people are determined to prosecute the matter until the question is settled.

GENERAL NEWS ITEMS.

—California has now a school population of 216,404. The school apportionment amounts to \$236,612.24—the sum capita being \$1.09.

—The Boston board of education are talking of introducing elocution as a regular study in the public schools of that city.

—The White-mount'n hotels are full of Massachusetts school ma'ams, who act as waiters. When one of them looks at a guest through her glasses and asks him if he will have another plate of hash in six languages, he is nearly paralyzed, and doesn't recover his appetite for two days. But her culture and education don't disturb the equanimity of a country editor. He replies in Sanscrit, and she looks inquiringly round and fingers her bangs in a meditative manner. The editor enjoys her confusion, and explains his answer in Greek.—*Exchange*.

—At the recent meeting of the Maryland teachers, the report of a committee on Greek was read. It declared that the language was notoriously unpopular in educational institutions; and it advocated a different mode of teaching, and a shorter time devoted to its study. Prof. Newell, of the State Normal School, said that in his experience, young students were generally appalled at the sight of the Greek alphabet, and only those who were students in fact ever became enthusiasts in the study. Another speaker at the meeting very wisely advised that instruction should be given in the schools in the political duties of citizens.

—Gen. Grant spoke to his majesty, the Emperor of Japan, about the pleasure he had received from studying the educational institutions in Japan. He was surprised and pleased at the standing of these schools. He did not think there was a better school in the world than the Tokio school of engineering. He was glad to see the interest given to the study of English. He approved of the bringing forward of the young Japanese as teachers. In time Japan would be able to do without foreign teachers; but changes should not be made too rapidly. It would be a pity to lose the services of the men who had created these schools. These men in the service of the Japanese government seemed to be, as far as he could learn, able and efficient.

—The second volume of the report of the Sec'y of the Interior to Congress, containing the report of the Commissioner of Education, has just been printed at the government printing office. The Commissioner is behindhand in his work. The report just published covers the educational work done in 1877. According to statistics compiled by the Bureau of Education there were in the United States, in 1877, 14,227,748 school population and 2,689,311 school population between the ages of 6 and 16 years. There were 8,954,478 pupils enrolled in public schools, and the average daily attendance was 4,919,408. The total number of teachers employed in public schools in the states was 257,454, and in the territories 1,842. The annual income for the support of public schools in the states and territories was \$86,866,162, and the annual expenditure \$80,233,458. The estimated value of sites, buildings, and all other school property was \$139,217,607.

—The new refracting telescope ordered by M. Struve, the director of the Russian observatory at Pulkowa, from Alvan Clark & Sons, Cambridgeport, will have the largest object-glass in the world. The aperture of the great telescope at Washington is twenty-six inches. That of the instrument for Vienna, now being made by Messrs. Grubb, of Dublin, will be twenty-eight inches. The object-glass of the new telescope for Russia is to have a clear aperture of thirty inches. The focal length is not yet fixed, but will probably be about forty feet. The objective is to be finished within eighteen months after the rough discs have been obtained, or three years and a half from the date of the contract, and its price is fixed at \$32,000.

—It is rather a novel, if not unprecedented, thing for a grandmother to attend the school taught by her young lady grand-daughter. Such is the case, however, near Bellefonte, Ala., for Mrs. Daniel Martin, having arrived at the age of 16, having been married four years, goes to school to her step-grand-daughter.

CHICAGO NOTES.

A Chicago professor says that Cæsar wrote horribly bad Latin. It is too bad about Cæsar.

The row over the optional studies is about to re-open.
"There is beautiful fighting along the whole line."

German is going out of the public schools of St. Louis. But pshaw! why should such an item as this appear in the "Chicago Notes?"

Mr. Delano says that the worst fault of the Chicago teachers is lack of enthusiasm. Is it not strange that teachers are not enthusiastic working under Doty and Delano?

Were we an American as we are an—It-al-i-an, while a single teacher of Deutsch remained in our public schools, we would never lay down our arms—NEVER—NEVER—NEVER—R-R!

Supposing that the Central high school is consolidated with the West Division high school, and one or two years added to the course of the latter, then, fellow citizens, why not Mr. Howland?

Some months ago Mr. Delano, after a visit to St. Louis, said that the teachers of that village appear better at their work than the teachers of Chicago. At the 3rd and 4th grades institute he took it all back; a lady from St. Louis told him he was mistaken. Now we are all happy.

A member of the board says that if teachers would speak out about the present administration, things could be rectified very soon, but that such has been the double dealing and terrorism during the past few years the teachers do not dare to speak the truth, lest the board-member give them away. That member's capital extremity is parallel to the plane of the horizon.

Mr. Johnston, clerk of the board of education, is a very useful man. He has historical knowledge of the school affairs which is much more valuable than the art of book-keeping. This will be a question in arithmetic at the next examination: "In case Mr. Johnston and his educational antiquarianisms were buried, how much intrinsic value would be then underground?"

Mr. Richberg says that the respectable members of the board shall have no occasion to censure his conduct in the future.

"When the devil was sick," ri-too-ral-li-roo-ral-li-aye. Mr. Richberg was a tolerably decent fellow when he first went on the board and was largely in the minority; but when Calvin was elected and the ring formed, how was it then? eh, Charley?

We always knew that the Chicago schools were better than those of Cincinnati. In that city the other night a member of the school board was expelled for accepting \$25 for his influence in having a music teacher appointed. All the parties mentioned in connection with the affair bore German names. They haven't very smart Germans in Cincinnati. Why don't they work for lessees of school-fund property, or lobby for railroad's entering the town, and call it attorney's fees?

The following are the salaries of the office corps of the board of education: Superintendent, \$3,300; Assistant Superintendent, \$2,400; Building and Supply Agent, \$2,000; Clerk, \$1,875; Assistant Clerk, \$800; Book-keeper, \$1,200. The names corresponding to these salaries are Doty, Delano, Ward, Johnston, Guilford, and Hicks. Opposite the names read in direct order write the salaries in ansposing the \$1,200 and the \$800 and the cash value of the services of each man will be pretty nearly indicated.—N. B. This is not a joke.

The WEEKLY has tried hard to form a correct opinion of the West Division high school. Scattered as it is over a considerable portion of the West Side, it is not easy to pass judgment upon it. All the rooms were not visited, nor were recitations heard in all the rooms that were inspected; but as far as the WEEKLY could observe, there is only one teacher in the corps that gives evidence of decided ability to impart instruction. Two unquestionably competent teachers were crowded out of this school at the end of the year. If the WEEKLY were to name the one good teacher left (s)he would be dropped also. It is good for the WEEKLY to have friends in Chicago; but it is rather bad for the friends. When the new building for this school is opened there should be a thorough reorganization.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

CALDERWOOD, H. Relations of mind and brain. N. Y., Macmillan, 1879. 16-455 p. 8° cl., \$4.

COLEGROVE, W. Complete scientific grammar of the English language, with app. cont. treatise on composition, specimens of English and American literature, defense of phonetics, etc., for use of colleges, schools, and private learners. N. Y., Authors' Pub. Co., 1879, 361 p. cl., \$1.25.

Author, President of West Virginia College. Claims to have "thoroughly reconstructed the science from its foundation and produced a complete treatise, simple enough for the beginner and comprehensive enough for the college student." Treats of phonetics, orthography, inflection, derivation, analysis, punctuation, etc., the logical arrangement of topics, the scientific nomenclature, classification of irregular verbs, etc. Contains charts of words, phrases, and sentences. Analytical index.

COMBE, G. Education: its principles and practice; col. and ed. by W. Jolly. N. Y., Macmillan, 1879. 77-772 p. 8° cl., \$5.

CLARK, T. Practical and progressive Latin Grammar. elem. course. Rev. and enl. ed. Phil., C. Dittler, 1879. 365 p. roy 12° hf. tky. mor., \$1.50.

EICHBERG, Julius. The Girls' high school reader. Bost., Ginn & Heath, 1879. 177 p. 4to. bds. \$1.45.

71 pieces of music with words: songs, hymns, solos, duets, choruses, etc., from Gounod, Shumann, Abt, Mendelssohn, Schubert, Bishop, Carl Reinecke, Rossini, Julius Eichberg, etc., etc. Compiler, director of musical instruction in the Boston Public Schools.

GRAY, Asa, LL. D. Structural botany; or, organography on the basis of morphology; [also] principles of taxonomy and phylogeny, and glossary of botanical terms. New ed. N. Y., Ivison, Blakeman, Taylor & Co., 1879. 12 442 p. 8°. (Botanical text book. pt. 1.) cl., \$2.

GROSS, Rev. J. B. Thoughts for fireside and school. Phil., Lippincott, 1879. 12° cl., \$1.25.

MONSANTO, H. M. French student's assistant; or, five minutes in the class-room. N. Y., Ivison, Blakeman, Taylor & Co., 1879. 172 p. 16° bds. 35 c.

MCCARTHY, Justin. History of our own times, from accession of Queen Victoria to Berlin Congress. In 4 v. N. Y., Scribner & Welford, 1879. 8° v. 1, 2, cl. \$2.

NICHOL, J. English composition. N. Y., Appleton, 1879. 128 p. 16 mo. (Literature primers, ed. by J. B. Gre n.) cl. 45 c.

Brief practical rules, for students or writers, for acquiring accuracy and style in English composition. Divided into 4 parts: Introductory: Accuracy and purity: Clearness and precision: Strength and grace: Verification. Author, Prof of English Language and Literature in the University of Glasgow.

PAYNE, W. Harold. Syllabus of a course of lectures on the science and art of teaching. Adrian, Mich., C. Humphrey, 1879. 9 65 p. 8vo pap., 35 c.

Outlines of three series of lectures, classed as Theoretical, Practical and Critical; taken from lecture notes employed in giving instruction to a class of teachers in the Normal Department of Adrian College, during the fall term of 1878.

STORMONTH, Rev. Ja. Etymological and pronouncing dictionary of the English language; in 1 vol. of scientific terms. Pronunciation rev. By Rev. P. H. Phelps. N. Y., Scribner & Welford, 1879. 775 p. cr. 8° cl., \$3.75.

SWETT, —. Normal word-book; or studies in spelling, defining, word analysis, and synonyms, for use in high schools, normal schools, and highest grades in grammar schools. N. Y., Ivison, Blakeman, Taylor & Co., 1879. 106 p. 12° bds. 18 c.

TAFEL, Leonard. Analytical manual for learning to understand, speak and write the Latin language. N. Y., Beiriche & Tafel, 1878. 11-60 p. 8vo cl., \$1.25.

Combines the colloquial and inter-linear methods used in teaching modern languages; divided into three parts: 1. Dialogues and fables—Biographies, in which the Latin text and English translation are given parallel on the same page, with notes to each word referring to "Literal translation" of the last part. 2. Logical grammar. 3. Literal translation (of exercises of first part).

SCHWAB, Erasmus. The school garden; contribution to subject of education: from 4th German ed., Mrs. Horace Mann. N. Y., M. L. Halbrook & Co., 1879. 100 p. 12° pap., 50 c.

WRIGHT, C. E. Guthrie, ed. School cookery book. N. Y., Macmillan, 1879. 158 p. 16° cl., 45 c.

WEBSTER, Noah. American dictionary of the English language, rev. enl., and improved by Chauncey A. Goodrich and Noah Porter; with app. of tables, [also] supplement of nearly 5000 new words, with their definitions, etc., and new pronouncing biog. dictionary, cont. nearly 10,000 names of noted persons in ancient and modern times, their nationality, occupation, and dates of birth and death. Springfield, Mass., G. & C. Merriam, 1880 [1879]. 73-1852 p. il. col. pl. 4to shp. \$12; cl. 3 v., \$12; hf. turkey, \$13.50; hf. russias, \$13.50; russias, \$16; turkey, red edges, \$16.50; turkey, gilt, \$20.

—The last number of the *Saturday Magazine* comes in a colored cover, which very much improves its appearance. The contents are varied and interesting, the most attractive articles being "Fairy Superstitions in Donegal," "The Practical uses of Seaweed," and "An English Swell mob's-man's Experiences." If the latter gives a true account of the "Tombs" and the prison discipline at Sing Sing, and at other prisons in this country, it is simply barbarous that one man is permitted such unlimited power, and allowed to resort to the most inhuman punishment for trivial offenses, governed only by his own caprice or passion. The article is taken from "All the Year Round," and the "facts" are all plainly stated. The writer closes by saying: "It is treatment of this kind that has produced the gangs of river pirates and desperate rowdies." The last page or two is devoted to what is called "Facts," some amusing and all interesting.

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